

# **Barstow Community College**

## **Core Competency Assessment Summary Report**

### **– Personal and Professional Development -**

### **2013-2014**

Barstow College conducted an assessment of the **Personal and Professional Development** Core Competency using eight different disciplines, all three divisions were represented

**ASSESSMENT** - The 2013-2014 **Personal and Professional Development** Competency assessment included six courses and nine sections. In the assessment there were three adjunct instructors, five online sections and four live sections. Courses from each division were represented.

#### **CORE COMPETENCY ASSESSMENT TEAM**

##### **Courses and instructors in 2013-2014 Assessment**

###### **CTE Division:**

- COSM 52 – Live - Elsa Greenlee (Full-time)
- WKFC 102 – Online – Denise Pasley (Part-time)

###### **Humanities/Social Science Division:**

- SOCI 3 – Live – Dawn Howey (Full-time)
- SPCH 3 – Online – Greg Cheek (Part-time)

###### **Math/Nat. Science/PE Division:**

- Biology 11 (Three sections Online & Live) – Tanja Addison (Part-time); Gustavo Bento & Beverly Ranney (Full-Time)
- HEAL 1 (Two sections Online & Live) Mike Karpel and Taylor Puryear (Full-time)

##### **Preparing the Assessment:**

- The SLO Coordinator, in consultation with Dean of Instruction, selected courses based on certain criteria: appropriateness for **Personal and Professional Development** assessment, representative of all divisions, involving full-time and adjunct instructors, and reflecting live and online instruction.
- **NOTE:** As per the last core competency assessment (2012-2013) course were selected to mapping more comprehensively to the Core competency.
- A general 5 point rubric level was determined, but instructors used discipline specific rubrics to delineate more clearly discipline's expectations and assessment task.

##### **CONCLUSIONS**

Summarization of the findings are listed on following pages.

## Results of 2013-2014 Core Competency Assessment – Personal and Professional Development

	<b>BIOL 11</b>	<b>BIOL 11</b>	<b>BIOL 11</b>	<b>COSM 52</b>	<b>HEAL 1</b>	<b>HEAL 1</b>	<b>SOCI 3</b>	<b>SPCH 3</b>	<b>SPCH 3</b>	<b>WKFC 102</b>	
Delivery	OL	LIVE	OL	LIVE	OL	LIVE	LIVE	OL	OL	OL	
Results	Combined	Single	Combined	Single	Single	Single	Single	Combined	Combined	Single	
Method	Writing	Writing	Writing	Writing	Writing	Speaking	Writing	Writing	Other	Writing	
Description	Test & HW	Essay	Discussion Board ongoing (9 weeks)	Mock COSM Competency assessment for licensing	Essay	Presentation (w/ research)	Essay	Essay (Covey Essay) & Final essay	Weekly Quizzes	Final Essay	
<b>Rubric</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b>Avg %</b>
<b>5</b>	7%	19%	32%	18%	72%	29%	67%	65%	21%	67%	<b>40%</b>
<b>4</b>	44%	54%	18%	55%	15%	38%	7%	21%	33%	17%	<b>30%</b>
<b>3</b>	31%	24%	5%	18%	12%	33%	9%	8%	47%	6%	<b>19%</b>
<b>2</b>	9%	3%	8%	0%	0%	0%	0%	4%	0%	0%	<b>2%</b>
<b>1</b>	9%	0%	37%	9%	0%	0%	16%	3%	0%	11%	<b>8%</b>

**NOTE:** In preparation for track at Conversion the college has adopted a target for all areas of 70%.  
Results of 70% or higher = Target for Satisfactory or higher (3 - 5 on rubric)

**Personal and Professional Development Summary** (Total of all participating courses)

**Target Met** – 88 % Satisfactory or higher

- Superior level = 40% (5 on rubric)
- Above satisfactory level = 30% (4 on rubric)
- Satisfactory level = 19% (3 on rubric)
- Unsatisfactory level = 2% (2 on rubric)
- Very unsatisfactory level = 8% (1 on rubric)

**Personal and Professional Development** – Assessments - Online

Four courses / Five Sections (BIOL 11, HEAL 1, SPCH 3, WKFC 102)

**Target Met** – 84 % Satisfactory or higher

- Superior level = 40% (5 on rubric)
- Above satisfactory level = 25% (4 on rubric)
- Satisfactory level = 18% (3 on rubric)
- Unsatisfactory level = 3% (2 on rubric)
- Very unsatisfactory level = 10% (1 on rubric)

**Personal and Professional Development** – Assessments - Live

Four courses / Four Sections (BIOL 11, COSM 52, HEAL 1, SOCI 3)

**Target Met** – 93 % Satisfactory or higher (3 - 5 on rubric)

- Superior level = 33% (5 on rubric)
- Above satisfactory level = 38% (4 on rubric)
- Satisfactory level = 21% (3 on rubric)
- Unsatisfactory level = 1% (2 on rubric)
- Very unsatisfactory level = 6% (1 on rubric)

## Analysis and Conclusion

**Analysis:** 70% Target for Satisfactory or higher was met. The percent for unsatisfactory was significantly lower than the traditional Bell curve, and the two unsatisfactory evaluative averages combined were below any other evaluative level. At least one instructor included in his course-level report that low achieving students had dropped. **This is a repeat of 2012-2013 trend.**

**Conclusion:** The push for instructors to drop students at census and to recommend students who are doing poorly in the class to drop, may be a factor. A&R has continued serious training and Academic Affairs and A&R have collaborated to improve census submissions on time and direct outreach to faculty. **This is a repeat of 2012-2013 trend.**

**Analysis:** Both online and live courses met their goal of 70% for satisfactory or above.

**Satisfactory or Above: Online – 87% and Live = 93%**

However, the difference between online and live was more noticeable when evaluative rubric was viewed each 5 levels distinctly. **This is a repeat of 202-2013 trend.**

Rubric	Five sections online	Four sections Live	Difference	
5	40%	33 %	<b>16%</b>	<b>Higher in Online</b>
4	25%	38%	<b>15%</b>	<b>Higher in Live</b>
3	18%	21%	<b>9%</b>	<b>Higher in Live</b>
2	3%	1%	<b>3%</b>	<b>Higher in Online</b>
1	10%	6%	<b>6%</b>	<b>Higher in Online</b>

**Conclusion:** While the total satisfactory evaluative assessment remained comparable, the breakdown of which level of success was different, this may be in part to the types of assessment and the variables of the delivery methods. **This is a repeat of 202-2013 trend.**

**Analysis:** Assessments that were not only mapped to the detailed Core Competency, by content, but also by full behavioral results. For example, COSM 52 assessed a Mock Licensing test. This was a real-life indicator of professional success. Also one of the BIOL 11 assessment used ongoing personal and professional behavior as part of the assessment model – based directly on meeting deadlines, professional interactions, as well as content evaluation.

### **Conclusion:**

The two course utilizing more direct content and behavior to demonstrating personal and professional behavior – as well as content evaluation, their target was still met at 73%. The notable lower satisfactory and above score of 73% while still meeting, may show more of a real-life demonstration of the personal and professional development skills. Integrating more real-life behaviors and assessments may show more accurate results. This is not easy in some content areas, but should be explored.

# **Recommendations Based on Assessment**

## **Recommendations to Improve Assessment Process:**

For future personal and professional development assessment, explore integrating more of the real-life behaviors and assessments.

Course that are meant to directly prepare students for workforce, should be more represented.

## **Recommendations for course, programs, and campus:**

Research the differences in online and live assessment type delivery. Consider a survey of students regarding a timed in class assignment versus an assignment that is complex and given more time, and combined category assessments such as homework and discussion boards.

Research how effective the student drops are in identifying students who in the past received an F on final assignments.

All courses utilize some form of personal and professional behaviors, but do not always uniquely track those behaviors, but integrate them in evaluating content.

Disaggregating some of those behaviors, could lead to fuller and more accurate tracking of this core competency.

Changing Curriculum for SPCH 3 to include an English prerequisite.

Course level and faculty training on ensuring faculty know and disseminate drop deadlines and so students can evaluate their performance and make informed decisions.

ONLINE – student engagement/interaction WK, BR, GC,

Since rubrics and clear instructions, not only assist in students' success in the class, but the Personal Professional development item of self-awareness and planning. Additional training on rubrics including a timeline for sample rubrics to be added to CurricUNET or TracDat for especially commonly taught and scheduled courses.

## **Included are the following:**

- Exhibit A – [Personal and Professional Development Core Competency \(linked\)](#)
- Exhibit B – Personal and Professional Development Core Competencies mapped to selected courses (see addendum)
- Exhibit D – Selected Course Level Assessment Reports (linked)

**Barstow Community College**  
**Core Competency**  
**II. Critical Thinking and Questioning**

		BIOL 5	CHLD 4 / PSYC 4	ENGL 1C	HIST 2A	PELC 1 / PSYC 13	SPAN 1A
<b>A. Analyze</b>							
	Apply rules and principles to new situations.	M	D	D	N/A	M	D
	Discover rules and apply them to solve problems.	M	D	D	N/A	M	D
	Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar.	N/A	D	M	D	D	D
	Differentiate between facts, influences, assumptions, and conclusions.	N/A	D	M	D	D	N/A
<b>B. Compute</b>							
	Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator.	D	N/A	NA	N/A	N/A	N/A
	Use tables, graphs, charts, and diagrams to explain concepts or ideas.	D	N/A	NA	N/A	N/A	N/A
	Use basic geometrical shapes, such as: lines, angles, shapes, and space.	N/A	N/A	NA	N/A	N/A	N/A
<b>C. Research</b>							
	Identify the need for information and data.	D	D	M	M	M	N/A
	Obtain data from various sources.	N/A	D	M	M	M	N/A
	Organize, process, and maintain records of the information collected.	N/A	D	M	M	M	N/A
	Analyze the information for relevance and accuracy.	D	D	M	M	M	N/A
	Synthesize, evaluate and communicate the results.	D	D	M	M	M	N/A
	Determine which technology resources will produce the desired results.	D	D	D	D	D	N/A
	Use current technology to acquire, organize, analyze, and communicate information.	D	D	D	D	D	N/A
<b>D. Solve Problems</b>							
	Recognize whether a problem exists.	M	M	D	D	M	I
	Identify components of the problem or issue.	M	M	D	D	M	I
	Create a plan of action to resolve the issue.	N/A	M	NA	N/A	M	I
	Monitor, evaluate, and revise when necessary.	N/A	M	NA	N/A	M	I

I = introduced

D = Developed & Practiced with feedback

M = demonstrated at the Mastery Level Appropriate for Graduation